



UNIVERSITY OF ARKANSAS
PULASKI TECH

Assessment Report:
2019-2020
ENGL 1312: Composition II



Course-Level Learning Outcomes

1. What are the Course-Level Outcomes (CLOs)?

Rhetorical Situations: Respond appropriately to various rhetorical situations, purposes, and audiences

Reading and Writing: Use writing and reading for inquiry, learning, thinking, and communicating (Active)

Academic Integrity: Integrate original ideas with those of others (Active)

Flexible Strategies Students will develop flexible strategies for generating, revising, editing, and proof-reading

Collaborative Writing: Use collaborative writing processes

Knowledge of Conventions: Demonstrate knowledge of structure, paragraphing, tone, mechanics, syntax, grammar, and documentation (Active)

2. Which CLOs were addressed for this academic year? (2019-2020)

- Writing and Reading
- Academic Integrity
- Knowledge of Convention

3. Which CLOs are being addressed in your assessment plan next academic year? (2020-2021)

As we've switched recently to a capstone project (portfolio) rather than the final essay for this academic year, the leads think it is a good idea to try with a more stable situation in the fall given how the semester's end may have skewed the data.

We will be assessing

Writing and Reading

Academic Integrity

A change to the Knowledge of conventions (structure, paragraphing, tone, etc) may be implemented after discussion with the department based on its consistently beating a benchmark. The uncertainty of the final part of the last semester, however, seems to indicate the need for a broader data collection.

4. Explain the assessment cycle.

Composition II is assessed on a three-year cycle, and the last cycle was completed in the 2018-2019 school year. The new cycle began in Fall 2019. Each semester, data is compiled from the assessment of the portfolio, according to the rubric the English discipline has instituted.

5. What are the assessment methods? Are they direct or indirect?

The course will continue English Composition I's focus on voice, tone and style, awareness of audience, and various writing strategies, including peer review, drafting, editing, researching, and incorporating multiple sources. Students practice methods of drafting, including how to create a thesis and how to support and develop that thesis in a focused, thorough, and stylistically appropriate essay that demonstrates awareness of audience and the conventions of medium and genre. The class will focus on writing strategies such as invention, arrangement, drafting, and revision, including teamwork with the instructor and/or classmates in the writing process, fluency issues such as the use of transitions, and the correction of major usage errors. The class requires students to read texts critically and to practice good scholarship through the conventions of style and documentation. Students practice integrating summary, paraphrase, and quotation into their own original compositions. Students write a minimum of fifteen pages of formal writing to be divided among at least three major compositions that address higher-order critical thinking skills, particularly evaluation, analysis, and synthesis. One must be a research paper that incorporates material from quality sources. Students will also submit a final portfolio for the course that includes evidence of course outcomes through paper assignments, invention techniques, and rough drafts as well as a final reflection that discusses development of skills learned in the course.

6. What are the assessment goal(s)?

The assessment goals for ENGL 1312 will remain the same to account for any variables from the pandemic's effects. An 80% benchmark for each of the outcomes.

7. What were the findings for this academic year? (2019-2020)

Fall 2019

For Writing and Reading: Out of 159 traditional students assessed for Critical thinking, 79 scored Mastering (49.7%), 51 scored Developing (32.1%), 24 scored Emerging (15.1%), and 5 scored Not Present (3.1%). Out of 125 online students assessed for Critical Thinking, 72 (57.6%) scored Mastering, 31 (24.8%) scored Developing, 15 (12%) scored Emerging, and 7 (5.6%) scored Not Present.

For Academic Integrity: Of the 159 traditional students assessed for Academic Integrity, 85 (53.5%) scored Mastering, 54 (34.0%) scored Developing, 16 (10.0%) scored Emerging, and 4 (2.5%) scored Not Present. Of the 126 online students assessed for Academic Integrity 70 (55.6%) scored Mastering, 36 (28.5%) scored Developing, 17 (13.5%) scored Emerging, and 3 (2.4%) scored Not Present.

Spring 2020

For Writing and Reading: Of 434 Online students assessed for Critical Thinking, 282 scored Mastered (65%), 112 scored Developing (25.8%), 32 scored Emerging (6.2%), and 15 scored Not Present (2.9%). Of 84 Early College students assessed for Critical Thinking, 64 scored Developing (76.2%), 14 scored Developing (16.7%), 2 scored Emerging (2.4%) and 4 scored Not Present (4.8%)

For Academic Integrity: Of the 432 online students assessed for Academic Integrity, 267 (62%) scored Mastered, 117 (27.5%) scored Developing, 40 scored Emerging (7.8%), and 15 (2.9%) scored Not Present. Of the 84 Early College (concurrent) students assessed for Academic Integrity, 53 (63.1%) scored Mastered, 25 (29.8%) scored Developing, 5 (6%) scored Emerging, and 1 (1.2%) scored Not Present.

8. What is your analysis of the findings?

Fall 2019

For writing and reading: With a benchmark of 75% of students scoring Mastering or Developing defined as success 130 (81%) traditional students hit that benchmark, as did 103 (82%) of online students. These numbers can only be compared to the final essay assignment of the spring, and while there is a decline from those success rates, they are still comfortably above the mark set for success.

For Academic Integrity: Of the 159 traditional students assessed for Academic Integrity, 139 (87.4%) scored either Mastering or Developed, exceeding the benchmark of 75% we set for Composition II. Of the 126 online students assessed, 106 (84.1%) exceeded that benchmark. While the online success rate is slightly lower, both still cleared the bar considerably. The high success rates seem to stem from clearer communications and norming workshops to standardize values.

Spring 2020

For Writing and Reading: Continuing with the benchmark of 80% scoring Mastered or Developing defined as success, 394 (90.1%) online students reached that benchmark, as did 78 (90.6%) of the Early College students. This number is significantly higher than the

previous semester, and while there is a direct comparison to be made given the continuity of the capstone project, the situation resulting from the pandemic likely skewed those numbers. The significant increase from 81% to 90% bears further review, and a larger sample size might be more meaningful.

For Academic Integrity: Both sets of students reached the benchmark of 75% of reaching (online and concurrent), with 384 (89.9%) of the online students reaching either Mastered or Developing, and 78 (92.9%) of concurrent students reaching the benchmark. While it is not a large increase, it is the second semester over 85%. It is hard to tell of the pandemic's affect here. The continued consistency is worth noting.

9. What is the action plan for the next academic year? (2020-2021) Explain.

Given the sudden sharp increase in success rates, a discipline-wide review of the cause is suggested by the course leads. These may likely be anecdotal, but there may be a pattern developed. The assessment should continue with a more stable understanding of a hybrid/flex system in place adding some stability.

Our switch to the portfolio has provided more consistency in both regards to the expectations and understanding of the outcomes. The plan for the next semester is to seek consistency by following up with the same course outcomes for assessment. In addition, the ENGL 1312 leads will seek strategies to make the portfolio assignment consistent over both online and other methods of instruction.